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Quarterly

January, 1956

THE LIBRARY ASSOCIATION OF AUSTRALIA

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Quarterly—Vol. 5, No. 1

January, 1956

EDITOR: HARRISON BRYAN, M.A.

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## In-Service Training or Library Schools

*Miss Whyte is Staff Training Officer, Public Library of South Australia. Her paper was prepared for presentation to the Winter School conducted by the South Australian Branch at Nuriootpa in June, 1955.*

The subject on which you have asked me to speak this afternoon is not one on which I can hope to say anything new or profound. The library journals for the past thirty years have been filled with similar discussions. I propose, nevertheless, to examine the two ways of training, or educating, librarians: to see what differences there are in the aims and the results of each system, and to state the advantages of each as I see them to be.

First of all, some definitions:—

*In-service training* as I use it here is not concerned with teaching librarians for external examinations. (It is not the lectures which the Public Library of South Australia offers for students doing the Registration examination, although, insofar as these lectures are aimed at increasing the efficiency of a given library, they may form part of an over-all training scheme. When libraries conduct classes for candidates for the examinations of the Library Association of Australia, they are behaving like library schools rather than doing in-service training.) *In-service training* is a programme of training determined and controlled by a specific library to train its own staff.

*Library schools* may be independent schools teaching only librarianship: they may be schools attached to, or closely allied with, libraries: or they may be set in universities or other institutions of higher learning.

*In-service training* programmes are controlled by the library in which they are situated. Their content is determined by the needs of the library (and in some cases by the pet theories of the staff training officer). The objective of any in-service training scheme is to increase the efficiency of the library which conducts it.

The curricula of library schools may be determined by a national association. Since the schools, in this case, are centres for coaching students through the examinations of the

professional association, their immediate objective is certainly to succeed in getting their students through those examinations; and their ultimate objective may be equated with the objective of the association in setting the examinations. This objective I would define as the production of librarians who know how to perform the tasks of their profession, who have spent some time considering it from a general rather than a specific point of view, and who are professionals—if not by virtue of their attitude towards their tasks, at least by virtue of the certificate which they hold, and the power of the national association.

University education for librarianship is controlled by the faculty of the university, the objectives of the university, and, in part, by the profession itself, and its objective is to educate librarians who will be able to go out into a variety of libraries and take a variety of jobs. But who am I to define the objectives of university library schools? Let us ask the experts. By analysing the catalogues of American library schools, and by asking the directors of American library schools what they considered their objectives to be, I compiled a list. Some of the items on the list are:—

### 1. *Teaching objectives.*

To teach the basic principles of librarianship.

To teach the functions and the place of the library in society.

To teach methods of investigation in library science.

To integrate library studies with other university courses.

To teach the essential bibliography in the sciences, social sciences, humanities and librarianship.

### 2. *Intangible objectives, which depend on the "climate" of teaching rather than course content:—*

To develop the ability to evaluate library programmes and problems on the basis of scientific enquiry.



- To train leaders for the profession.
- To teach students to grasp the objectives, the "Why" of librarianship.
- To give students a professional outlook.
- 3. *Objectives outside the teaching responsibilities of the school:*—
  - To organize and conduct investigations.
  - To publish the results of research.
  - To give service and advice to the libraries of the State.

Let us now consider the advantages of these different systems of educating librarians. What are the advantages of an in-service training programme as opposed to university education for librarianship? As I see them they are:—

*Firstly.* The librarians working in a library are more closely in touch with the practice of the profession. They are not likely to become lost in wandering mazes of speculation, for ever at their backs they hear the ringing of the telephone and the creak of loaded distribution shelves. This applies to teachers and pupils alike. Through contact with the daily problem of the library—even with the daily pile of books to be catalogued—the teacher of cataloguing can produce an endless variety of *actual* problems, and the teacher of reference can illustrate with *real* queries.

*Secondly.* The teaching can be directed to the specific library in which the people taught work. This will save a lot of time, and effort, on the part of the participants. If the library uses the Dewey Decimal Classification, then the students need not even so much as hear of any other. If the library arranges all its reference books on shelves high enough to prevent the public from getting at them, then no one need consider other ways of arranging reference books. Students so taught are likely to be better at finding reference books in that library than the graduate of a university library school will be, and they should learn to perform specific tasks in the library in a very short time. Since the library is training for its own benefit it is easy to alter the course to fit the changing needs of the institution, and it is possibly easier to indoctrinate the students with the viewpoint of that particular library. The students are economically dependent on the library, and economic dependence is a potent weapon for producing intellectual dependence, or at least acquiescence.

If the viewpoint of the library is enlightened, is it a bad thing to indoctrinate students? Will not the university school do the same thing?

Before turning to university schools, let us briefly consider library schools attached to libraries. Some of the advantages which can be claimed for them are:—

They appear to be more in touch with the field, more concerned with actual practice than schools in universities.

They do not have to face comparison with other professional schools, and they do not need to be concerned with the prestige of their curricula as compared with the curricula of other university faculties.

Their association with a library makes it comparatively easy to give students some practical experience.

Their full-time students are free to devote themselves to study, and they do not have the disadvantage of economic dependence which students in in-service training schemes have.

There is a difference between the education of librarians within a library, or even in a library school attached to a library, or in a system which is administered by the practising librarians of the country, and the education of librarians within a university school. In the first three cases the teaching has as its objective *service within a specific system*. It tends to assume that a library is necessarily what libraries in fact *are*, and that the librarians of the future will be expected to perform the tasks which the librarians of the present are doing.

When the library school is set within a university it is in a position to emphasize rather different aspects of its education. The librarianship which it teaches need not be so tied to the field. Of course the graduates of any professional school in a university will have to prove themselves out in the field, and, therefore, professional schools within a university tend to be highly sensitive to the opinions of those who are already practising the profession (and who will be employing their graduates): and in many cases the professional association exercises some control over the curricula of the university schools. The teachers in university schools do often come from the field, and sometimes the faculty members are encouraged to return to the field every few years.

The advantages of university education for librarianship are:—

*Firstly.* The students in a university school are independent of the teachers. They want to be librarians, it is true, and if they fail the course they are less likely to achieve their end: but the relationship between teacher and student is based upon a shared intellectual interest. The students pass or fail as students, they are not economically tied to the institution, nor is their relationship with the teachers that of superior officer and junior employee. The trainee in a library is earning his living and doing a job, rather than studying for the sake of the subject.

The relationship between student and student, and between student and teacher, in a university school should be a shared search for the answers to problems and an excitement at the challenges which the curriculum presents. In an in-service training scheme there may be more rivalry, more fear of not knowing, because the teachers are superior officers and the students are potential rivals for jobs.

*Secondly.* The teachers in a university school are not only teachers. They are thinkers set apart from the library so that they may advance the knowledge of the profession—and so improve the services of libraries—through investigation and insight into problems that the busy practising librarian has no time to consider, or at best can only contemplate after hours.

A poor teacher will always be a poor teacher, and university schools will not escape them: but the university faculty member is likely to have more time to study and to prepare lectures, and more opportunity to take an objective view than the training officer in a library.

*Thirdly.* And most important. University schools of librarianship are not islands secure in themselves, they are a part of the continent of learning. Their faculties may teach in other departments as well, and certainly they will mix with members of other departments. Their students, too, will mix with students in other faculties, and may take courses in other departments.

For one precious year at least the young librarian moves in an academic atmosphere—an atmosphere where ideas are the most important things. Here he will be able to

see his profession whole—to catch a glimpse of the history of librarianship, to find some of the blind alleys up which librarians have walked in the past (and so to avoid similar signposts when his turn comes to seek the greener pastures). Here he is made aware of the diversity amongst libraries serving different groups of people, and dealing with different types of materials, and of their essential unity. Here he has time to consider the triumphs and the failures of the library of to-day, and to note the pressures and influences that are at work to change it. Here he glimpses the challenges that librarians must take up, and the problems that await solution.

Perhaps you will protest that I am advocating an "ivory tower"; that this sojourn in a university is going to remove the student too far from the issuing and cataloguing of books, from the hunt for the information that has never been published and the book that is mysteriously missing.

My answer is that I am all in favour of this removal. Librarianship, like all those professions which deal with human beings, is a very practical profession. In some ways the world is too much with us—and perhaps, twenty years after, the most valuable things which the *average* graduate from a university school of librarianship will still carry with him into that world, is the knowledge that his library is one among thousands, infinitely varied, ever-changing, vitally important, and the conviction that his professional responsibilities may not be sloughed off on to the shoulders of the community which he serves. And if this is all, perhaps such "glimpses that will make him less forlorn" (*sic*) are enough.

This is all very well, but I have not answered the question which is in for some heated discussion during the next few years in this country. That question is—Does librarianship belong in a university?

When we consider whether librarianship is a subject for university study, we should consider librarianship, not the other departments of the university. The pertinent question is not, "If we put faculties of librarianship into our universities, will they harm the English department, or the Engineering school?" The pertinent question is "Will they benefit the practice and the profession of librarianship?"



I am not dismissing as unimportant the question of harm to the university, but I do not believe that a department within a university whose graduates, through the practise of their profession are enriching the community, can possibly harm the university. Universities do not exist for the sake of the people who teach and work in them, but for the sake of the things taught and the work done, and their existence depends upon the value which society puts on these things. It is surely wrong to be class-conscious about the proper fields for university study—certainly the things studied inside the university are not necessarily more important than the things studied outside it. The deciding factor is that university study benefits the profession more than any other sort of training, and this benefit must mean something more than "Increases the prestige and the salaries of librarians". If the things taught in a university school can be taught as efficiently and as effectively in a training class in a library then it is doubtful whether librarianship has enough intellectual content to benefit by being set in a university.

I believe that the advances in the practice of librarianship which have followed its being set as a subject for study within a university have amply justified its place. To mention just a few of the advances which were first explored or exploited in university schools:—

The increased efficiency of libraries owing to the application of the principles of administration to library management, and through the use of the survey method to evaluate library services.

Better service to readers through increased study of the mechanics and the effects of reading, and through the study of the patterns of scholarship in different subject fields.

Increased awareness of the social significance and importance of libraries (and consequently better service on the part of librarians), through the study of library history as a part of the history of scholarship, and in its relation to social history in general: and through the study of other agencies of communication and the materials with which they deal and the audiences to which they cater.

I trust that I have made it clear that I do

not consider in-service training to be a good substitute for university education. Is university education for librarianship a substitute for in-service training?

Again my answer is "No".

If a library can draw its recruits from a university school of librarianship many of the things that we are now forced to teach on the job could be abandoned. But the library school graduate is not ready to walk into any library and do any job without further instruction and supervision. He needs to be initiated into the methods of the library in which he works—he needs to know that the reference books are out of reach of the readers (and if he does not persuade the power that be to change that policy he is not worthy of his degree.) He needs to be orientated in his job.

Not all the people who work in libraries should be graduates of library schools, many of them should be clerical assistants, and their training should be the concern of the in-service training scheme.

My ideal system for the education of librarians is graduation from a university graduate course in librarianship (and I say graduate because non-professional tertiary education is essential), followed by employment in a library where the training programme sees to it that all the staff are aware of the purposes and functions of the library, and of the importance of their individual roles: where staff members are encouraged, and expected, to continue their education and to keep up with professional developments.

But we are a long way from realizing such a system.

I have no revolutionary suggestions to make that will bring in the age of gold. The Library Association of Australia has done much in the past eighteen years to raise the standards of librarianship, and the status of librarians, and, but for it, we should be much further than we are to-day from the realization of librarianship as a profession, and as a study which belongs in a university.

Yet—as I look at the library picture in Australia, a doubt assails me, and I find myself asking whether we are really going in the right direction, or, more accurately, whether we are using the best method of transport. We have put the control of education for librarianship into the hands of the national association, and most of us are

apprehensive if someone suggests that this monopoly is bad. We want to safeguard these hardly won standards. And rightly so. If universities establish schools we are determined that the Board of Examination shall keep a close control over their curricula. We sometimes tend to think that if a university would only teach the courses of the syllabus of the Library Association of Australia we would have advanced a long way. Certainly it would be an advance in prestige, in more efficient teaching and probably in the quality of recruits to the profession: but one of the great strengths of university education lies in its freedom! A competent faculty should be free to construct courses, to experiment and investigate. Never fear—the university will have to answer to the profession through its graduates. I am not suggesting that the professional association should not have any control over university schools of librarianship, but I do think that the problem of control and freedom to teach is a difficult one.

When we establish standards of examination let us not forget that we shall be judged

on the standards of the service that our libraries give, and the judges are not librarians, but the communities that we serve. No matter how much we say and shout about "the profession", we shall not really belong to a profession until the world accepts the role which we play in society as being professional; and that acceptance depends, in the last analysis, upon the behaviour of individual librarians rather than upon the insistence of the national library association.

When we set up any training scheme we establish standards, and a nation-wide system tends to be inflexible. Standards are usually based on what is, but the important question which librarians should be asked is what should be? Let us beware lest our standards cut our teachers and our students to a Procrustean pattern: and let us remember that the future is in the hands of the doubters, the dreamers, the heretics, the rebels. Should we not be concerned to see that they have a chance to inquire, and investigate and experiment?

By F. J. PERRY, E.D., B.A.

## Library Training—What's Next?

*Mr. Perry is in charge of the Library Training School, Public Library of Victoria.*

After some time spent with Trainee librarians, I have come to the conclusion that we, in Australia, need to overhaul our ideas on librarianship; and re-state our aims so that training can become purposive.

### *Principles of Librarianship*

First of all, what are our principles? We know vaguely that "reading maketh a full man", and we know definitely that we must earn a living, but we look in vain for a satisfactory statement of the role of the librarian in our society which is comparable with that of the learned professions. Many people are working to raise librarianship to the status of a profession. But what are we professing? We must dedicate ourselves to something, and agree perhaps with Ralph Tyler, who said: "There are two chief

characteristics of a true profession; the first of these is the existence of a recognised code of ethics, the second . . . is the basing of its techniques of operations upon principles rather than rule of thumb procedures or simple routine skills. . . . The application of these principles necessitates an analysis of the particular problem, to identify the unique aspects which will require adaptation of the principles. This adaptation is an artistic task, that is, it involves individual judgment and imagination as well as skill". In other words, we must handle our books in such a way so that with them we may help our fellow men to live more abundantly.

### *Practice of Librarianship*

Secondly, there is the practice of librarianship. As we have followed overseas patterns so closely we lack direction in the

fulfilment of our profession because we have disregarded the necessity to relate our practice to the conditions in Australia. Particularly we should adapt our training to cover local conditions.

#### *Duties*

The professional and sub-professional tasks in libraries were set out by the American Library Association. Such distinctions are real in Australia, but because we operate in such small units of service there is little scope for clear-cut division between these two categories. At present the need for librarians is so urgent that it must suffice for the moment, that students grasp the fundamentals before taking a position. In the Mechanics' Institute days, a librarian was sometimes a well read but often a pathetic person, perhaps an invalid or pensioner, whose gifts had remained sadly unremunerative in a materialistic world. As a revolt against this state of affairs it has been ordained that we go to the other extreme. In an effort to impress upon everybody that librarianship is a profession of equal rank with that of the law, medicine and teaching, the realization has been forced upon bewildered juniors by means of a syllabus weighed down with heavy philosophical learning and abstruse information.

#### *Examinations and the Student*

When students come to the Registration (formerly Qualifying) Examination they find that their faint misgivings about library work have become painfully definite. As they read the examination questions it is apparent not only that they don't know the answers but that their examiners expect that they won't know them, e.g.,

"Attempt an answer, etc."

This sort of thing seems to me to be calculated to drive intelligent people away from library work. At the same time it does not accomplish its purpose of making librarianship a profession. This can only be achieved by encouraging people to set out on a life of service, using all their faculties to the full as they go along, so that eventually they may become well informed, and at the same time become familiar with all branches of library work. Thus they can make themselves helpful, and even as indispensable to the community, just as are our teachers, doctors and lawyers.

#### *Effect of Examinations*

One effect of making the examinations hard to the point of unrealism is, I find, that successful students wave their certificates in the air, so to speak, and cry, "Now I can demand so much". I have known librarians to leave their jobs because there was so much routine work, and yet it will be readily admitted that other professional people have much dull routine work to do. Their examinations have been hard, too, but they are not resentful because they know that every part of it was vitally essential.

#### *Salaries—Rewards*

Then there is the matter of salaries. Some municipal councils and business firms are in a position to pay more than the stipulated salary for librarians. This means that poorer and more remote municipalities have to take the left-overs, or go without a trained librarian altogether. This brings me to what, I consider, to be the most serious deficiency in the library world in Australia—the lack of a stabilizing central administration. Our systems of State education are very good. A child in an isolated country town has the same educational opportunities as one in a large city. It should be possible to organize our libraries on similar lines with central control, and equal payment for a trained and well-equipped librarian or library assistant whether she goes to Bendigo, Newcastle or Ipswich.

#### *National Plan Wanted*

In fact I think we could, if we had the will to do so, go further than that. We could organize an Australia-wide system which would allow an interchange of librarians interstate as well as intrastate. This would stimulate a refreshing exchange of ideas and would inspire a wider loyalty to librarians generally. Here we could learn from Germany which uses its civil service system to control library staffing. The excellence of this practice is reflected in the "highly developed programme of education for University librarianship in that country".

When we manage to define our goals in terms of sound planning, inspire and direct our young people, rationalize our standards, and re-organize our administration we will have laid the firm foundation for the profession which we all earnestly desire to enable.

By JOHN HIRST, A.L.A.

## Professional Education in Australia: Its Realities and Possibilities

The decision recently made in principle by the New South Wales University of Technology to establish a post-graduate diploma course in librarianship is a unique milestone in professional education in Australia and offers Australian librarians an opportunity of considering whether professional qualifications and training are all that they could and should be. In other words, are the syllabus of the Library Association of Australia and the teaching institutions that follow it of a quality that meets the needs of modern communities and of a standard at least equal to the best internationally? If and when the course at the University of Technology is established, librarians will have to consider individually, and jointly in their professional organisation, what relationship will result between the new diploma holders and others in the profession. The question of recognition will by itself resolve little: the critical question is more likely to be, assuming the diploma course will reflect the best in British and American practice, what will the Library Association of Australia be able to offer its graduates?

### **The Realities.**

It is not an unconnected fact that professional posts, some of considerable responsibility, are offered in which academic, non-professional qualifications are mandatory, while the professional qualifications are not infrequently no more than those obtained at the L.A.A. Preliminary Examination. The connecting factor lies in the quality of the L.A.A. Syllabus which eschews elements of scholarship and is presented more in the form of an administrative drill. In the result the general level of salaries offered qualified librarians is, with a few exceptions, not above that of clerks who require neither professional nor academic qualifications for their occupation.

The basic shortcomings of the L.A.A. Syllabus, which are at the root of these conditions, are twofold. First there is the lack of subjects of scholarship such as literary

history and criticism which are, after all, necessary to the proper understanding of descriptive and historical bibliography. Secondly, there is the presentation of professional subjects, such as cataloguing and classification, in enumerative form at the cost of principle which, as is not infrequent in such methods, results in error as to particulars and principles. It is surprising to realise, for instance, that persons are qualified without being obliged—to judge from examination papers—to demonstrate their ability to record the collation of a book. The obligatory papers in cataloguing require candidates to swallow the A.L.A. Authors Rules quite uncritically with the result that their historical background is not appreciated and such a rule as that relating to joint authorship, which is nothing less than literary and bibliographic misrepresentation, is followed blindly. The study of other cataloguing rules is dispersed over several papers, while the Anglo-American Code is unmentioned.

The treatment of classification is a case in point. In the obligatory papers the student, without a grounding in the elements of bibliographic classification, is immersed into the minutiae of Dewey and U.D.C. with a bare passing glance at the Library of Congress system. For special librarians the disservice is singular. It is their problem as far as classification is concerned and according to circumstance:

"To prepare schedules for a special library, or to extend a published scheme . . . and apply a far greater number of subdivisions than the general practitioner. For nearly all special libraries the required part of a general scheme of classification must be separated into its elements, analysed to the limits of significant division".<sup>1</sup>

Their task of specialisation is further complicated by a list of special subject fields whose methodology is as lacking in scientific qualities as it is in bibliographic warrant. To



those who might take the view that the present syllabus produces adequate qualification the following criterion of cataloguing and classification of the Dean of the School of Librarianship in the University of California puts the issue in another perspective:

"Cataloguing and classification are the twin keystones of library organisation, for without them efficiency in book selection, reference work, reader guidance and the dissemination of materials is impossible. The library school student should be made familiar with the history and theories of classification in general and library classification in particular . . . with the advantages and disadvantages of different classification schemes".<sup>2</sup>

The conditions relating to the diploma examination are a tacit but nonetheless effective admission of the shortcomings of the syllabus as a qualifying examination for librarians. A recent amendment to the examination regulations requires that a degree or a diploma extraneous to the L.A.A. syllabus is a necessary qualification for candidates wishing to pass the examinations for the diploma. The professional part of the syllabus for the diploma does not go as far or widely as British and American requirements at a similar level simply, of course, because the foundations provided in the Registration Examination leave little scope for advanced studies. The most harmful effect of the non-professional conditions of the diploma examination, which is thus dressed up in borrowed finery, is that non-graduate librarians with a wealth of professional experience behind them are denied the opportunity every other profession affords its members of formalising their mature professional experience and contributing thereby to the body of professional knowledge. It is difficult to find any other occupation having the dignity of a profession so penalising its members: a Queen's Counsel is not asked to pass a degree in law to obtain his "silk", nor must an accountant graduate in order to obtain the fellowship of his institute. The contrary is rather the rule: professional qualifications are usually superior in the case of doctors and engineers, for instance, than the purely academic. It is sufficient comment upon the worth of the diploma that graduate professional members have completely ignored it.

It is a fair defence of the syllabus to say that it is conditioned by the teaching facilities available in Australia. An enquiry conducted in 1954 by the New South Wales Division of the Special Libraries' Section through its Sub-committee on the Syllabus and Facilities for Professional Training<sup>3</sup> disclosed no full course is provided by any library school and that such courses as are available are available in library schools established and maintained by government library authorities. This condition emanates from the recommendation of the Munn-Pitt report of two decades ago that:

"The trustees of the various State libraries assume temporarily the responsibility of training not only their own staffs but such apprentices as might be sent to them in their own State".<sup>4</sup>

The first State to give effect to this suggestion was New South Wales, whose Library Act, 1939, gave authority:

"To make provision for training persons as librarians and library assistants".<sup>5</sup>

The library profession owes much to the authorities of the various government library schools who in this way provided the only professional training in the country and it is with no disrespect to them to suggest that what has been recommended as a *temporary ad hoc* measure has been allowed to become a permanent institution which, by its very environment, tends to perpetuate the shortcomings of the syllabus. For it is, I suggest, quite wrong to place the teaching and training of aspirants to a profession in the hands of a public authority whose other duties are necessarily the first call upon its resources. It is not unimportant to observe that a similar situation in the United Kingdom was resolved by a complete review of the professional syllabus and the establishment of schools of librarianship in advanced educational institutions. One such school established at the North-western Polytechnic in London with a staff of six part-time lecturers has developed in seven years to a staff of 28, with a permanent full-time head and professional lecturers. Developments of a similar kind have taken place throughout that country principally because the revised syllabus was of a high academic and professional standard esteemed as such by education authorities, the library profession and public opinion.

In Australia developments have taken the line of least resistance and States have followed the example of New South Wales in an uncritical fashion overlooking the permissive character of legislation in this respect. In the result no review of the syllabus is really possible without the abolition of the government library schools since over the years a body of librarians have been qualified who know no other standard. The termination of government library schools is necessary for two further reasons: firstly, because the teaching and training received in them are a mere expansion of in-service training and, secondly, because it is in the public interest that the teaching of any profession must be independent of the views and interests of any section of the members practising it. The establishment of independent schools of librarianship at recognised educational establishments, no matter how modest, is therefore a most urgent need of the library profession and of the community in this country. Only then can librarianship be:

"put on a truly professional basis . . . become so improved in its public services that higher recognition will rightfully come to it as a matter of course".<sup>6</sup>

#### **The Possibilities.**

The purpose of professional education has been admirably expressed by the President of the Association to be the creation of:

"A body of people trained to take the broadest possible view of librarianship".<sup>7</sup>

This can be achieved only by making librarianship a social technology with the implication that that involves that its practitioners should be not merely adept at its special techniques but possess both professional and academic grounding in the subjects that lead to the acquisition of such techniques. Modern advanced practice as demonstrated in the syllabuses of the British Library Association and leading American schools of librarianship is to provide whenever practicable a foundation of literary and scientific knowledge of the kind found in tertiary educational disciplines and to relate them to the professional practice. The way in which this problem is approached is well illustrated in the following criteria for prospective librarians applied by the University of California School of Librarianship:

"A well-groomed facility in the use of English . . . and a wide acquaintance with the best in English and American literature . . . An introduction to Latin as the basis of modern language . . . and the cultivation of at least two modern languages other than English . . . A familiarity with at least the outlines of human history and a much more thorough knowledge of the history of our country and people. An acquaintance with the great philosophers and an understanding of the progress and significance of philosophic thought. A mastery of elementary logic and mathematics and some acquaintance with their application to modern life. . . A knowledge of the elements of social science, including the essentials of economics, government, psychology and other social studies".<sup>8</sup>

For those taking other disciplines such as general science or medicine the criteria are appropriately adjusted, and if the American emphasis is replaced by the Australian, then Australian librarians should be suitably equipped to study the "Australian picture for the purpose of providing for Australia, whose needs may with each year that passes show a divergence from those of other countries".<sup>9</sup>

The researches of Dr. Danton have led him to suggest the following basic elements for a curriculum in librarianship: Cataloguing and classification, Bibliography and reference materials, Book buying and book selection, Library organisation and administration, and Reading needs, interest and habits,<sup>10</sup> to which I would venture to add Specialisation by subject field and by function.

We have already noted his dicta on the value of cataloguing and classification. It is worth while adding that cataloguing is a technique of bibliography and, for instance, is taught as such at the University of Oxford by the Reader in Bibliography in preparation not only for posts in the Bodleian and the British Museum, but also for postgraduate studies in literature, modern history and diplomatics. Classification, if looked upon not as a mere administrative drill but the discipline of methodology applied to bibliographic uses, can be presented as a typical synthesis of an academic discipline wedded to a professional technique. (Appendix I sets

out an outline of such a course.) Book selection and assistance to readers depends a great deal on scholarship and professional ability, involving a knowledge of books and sources of information much in the same way that lecturers evaluate their material for students. Specialisation by subject should imply that the librarian has an understanding on the subject field, a comparative knowledge of its treatment by the various systems and familiarity with the published material and sources relating to it. Specialisation by function should consist of the study at an advanced stage of a particular kind of library, *i.e.*, municipal, university or special.

With these considerations in mind and using courses provided at Sydney University by way of illustration (the question of academic regulations being left open) a model course or courses might be constructed on the following lines:

#### **A First Degree in Librarianship (B.A.).**

##### **FIRST YEAR.**

*Obligatory*—Scientific Method and its application to classification.

*Obligatory*—Bibliography, Documentary reproduction.

*Optional*—Special subjects (as in Appendix II).

Language I.

##### **SECOND YEAR.**

*Obligatory*—Cataloguing and Classification I.

*Obligatory*—Book Selection Assistance to Readers.

*Optional*—Special subjects (as in Appendix II).

Language II.

##### **THIRD YEAR.**

*Obligatory*—Cataloguing and Classification II.

*Obligatory*—Library Law and Organisation.

*Optional*—Library specialisation (as in Appendix II).

An undergraduate degree course of this type offering the graduate in arts a professional "know how" is, of course, a counsel of perfection, but it is not unattainable and has the further advantages of qualifying its graduates for a higher degree and affording the profession the possibility of advanced studies under university conditions. The obvious disadvantage of a course for a university diploma is that professional training ends there.

Whatever university course in librarianship

might be available in the future, there will still be a large number of members of the L.A.A. whose needs will have to be catered for by the professional syllabus. The responsibility of the Association will lie in developing a syllabus that will provide a qualification embodying the general advantages of a university course. The British Library Association has evolved since the war a syllabus in which the emphasis is professional but in which academic disciplines play their part. Classification, as an example, includes those elements of logic and scientific method that are applicable to that subject and excludes its more general qualities. The advanced qualification, the fellowship, follows the well-tried principles of other professions.

I suggest that it is in the best interest of the profession that the same lines are followed in Australia, a necessary corollary of which would be the transfer of professional education to education authorities for the reasons stated earlier. At the same time the interests of librarians already qualified should and can be safeguarded by adequate transition arrangements. This done, the Association and its members can look forward to a secure future in which both can successfully compete for their due part of national esteem and the national income. But the sands of time and the Carnegie Fund subvention are beginning to run out.

#### **APPENDIX I**

**Outline of a course on the Logical and Scientific Bases of Bibliographic Classification with reference to the Principal Systems.**

##### **FIRST YEAR.**

(a) Scientific Method.

(b) The qualities of the natural sciences; the difficulties of the social sciences; and the application of scientific method to bibliographic classification.

##### **SECOND YEAR.**

**Bibliographic Classification:**

The difference between philosophic systems and bibliographic classification. The structure of the classification systems, their functions, advantages, limitations with a comparative analysis of their mechanical properties.

##### **THIRD YEAR.**

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## APPENDIX II

### Outline of Schemes of Specialisation.

#### FIRST YEAR.

Physics I  
Economics I  
English and Australian Literature  
Psychology I  
Introductory Jurisprudence  
Medical Subject I.

#### SECOND YEAR.

Physics II  
Government I  
British Commonwealth History  
Education I  
Legal History  
Medical Subject II.

#### THIRD YEAR.

Special Libraries  
University Libraries  
General Libraries  
School or University Libraries  
Law Libraries  
Medical Libraries.

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By MARGERY RAMSAY, M.A.

## Content of the Training Programme and Its Appropriateness for Australian Conditions

*Miss Ramsay is in charge of Training in the State Library of Tasmania.*

The field of librarianship covers many different types of work. Consequently it is not easy to develop a central training programme which will satisfy all needs or to establish basic professional standards which are both adequate and realistic.

In the few years of its operation, the training programme of the Library Association of Australia has achieved excellent results in many fields, and it must be a source of gratification that it is now recognised overseas.

Since the programme was inaugurated, it has undergone frequent criticism and modification but, as any programme needs continual criticism to keep it alive, a little more may perhaps not be out of place. This article is mainly concerned with criticism from the public library point of view.

#### *The Preliminary Examination*

The Preliminary course is designed

primarily for the training of junior assistants and, on the whole, it has proved very satisfactory for the purpose. There are, however, some points in the syllabus which seem to require examination.

First of all, students are expected to have a knowledge of the various types of libraries. The coverage of libraries in the syllabus is quite comprehensive but they are grouped in an unsatisfactory way. The divisions "public" and "private", "general" and "special", "free" and "subscription and rental" tend to emphasise characteristics which are of minor importance and to hide likenesses and differences which are fundamental from a bibliothecal point of view. They often separate libraries which are basically very similar and they necessitate complicated explanations of exceptions where the libraries do not lend themselves easily to pigeonholing. For example, it would surely be better to treat special libraries as one type of library rather than

to separate them into public and private special libraries, and to group them with libraries with which they have little or nothing in common. Then, again, although by definition the municipal public library issues books free of charge, it is necessary to explain to students that this is not always the case with Australian libraries. It also seems unnecessary and misleading to class municipal and shire libraries as "lending libraries". Admittedly the main function of the small municipal library (and therefore of most Australian municipal libraries) is the loan of books, but all municipal libraries have some reference functions and many overseas municipal libraries are reference libraries of first importance. The libraries would be much easier to deal with if the present classification were dropped and they were listed simply as National and State Libraries; Public Libraries (Municipal and Shire libraries, including Children's libraries); Special Libraries—Government, Institution, Society, Public; Parliamentary Libraries; School Libraries; University Libraries; Subscription and Rental Libraries.

As a minor point, it seems very doubtful whether the John Rylands Library should be classed as a free public library.

The implications of the historical bibliography section of the paper have always been rather nebulous. It has been stated that in this section the questions are designed to cover a wide field so that students may have the opportunity to read according to their own personal interests. But unless a much greater choice of questions is given in the examination paper, it is difficult to see how this objective is to be achieved. One may ask, in any case, whether this is an appropriate objective for an elementary level of training. The aim of the Preliminary course is to provide basic training for library work, and the purpose of including historical bibliography should surely be to create an understanding of the way in which the book is made, and has been made in the past, and of the way in which it should be cared for, and to develop an appreciation of its aesthetic qualities and a recognition of good and bad book production. If a more detailed outline were given for this section, similar to the outlines given in many secondary school syllabi, listing

the processes, craftsmen and books which students were expected to know, they would waste less time trying to digest large quantities of information of secondary importance and would be able to concentrate on the essentials.

The cataloguing and classification sections of the course are quite satisfactory, on the whole, although it seems most necessary for a ruling to be given concerning letter by letter filing as there is no standard authority which students can follow.

The teaching and examining of reference work at an elementary level present many difficulties. The students have not had sufficient experience in reference work for the characteristics of the ready-reference books to have any real meaning for them and they will find in practice, particularly in a small library, that a great part of their reference work is done from books other than ready-reference books. Where two or more books are listed in the same field, for example, encyclopaedias, dictionaries and periodical indexes, students can be given exercises and examination questions which test their capacity to compare similar works but, without extending the list of books unduly, it is not possible to adopt this comparative treatment throughout. The learning of basic reference books seems to be a necessary evil but reference work would become much more alive to the students if more stress could be laid on the practical approach and on the utilization of all types of material for reference work. Unfortunately, this change in emphasis scarcely seems possible until there is a reference book on the lines of Hutchins's *Introduction to Reference Work* suitable for students at an elementary level and designed for Australian conditions.

#### *The Registration Examination*

Although it has been proved recently that it is possible to pass the Diploma examination, the Registration examination will probably continue to be the last examination taken by the majority of students. In any case it is the last examination which is comprehensive in scope.

Cataloguing and Classification are the only compulsory subjects for the examination. The syllabus for R1-3 covers comprehensively both the theory and standard practice. However, the adaptation of standard practice to meet the needs of particular

types of libraries is left largely to the papers dealing with these libraries, although there is a section for selective cataloguing in R1, Cataloguing, excluding Classification and Subject Cataloguing. It seems most important that students should have an adequate knowledge of the modifications desirable for particular purposes, the more so in Australia where many of them will be responsible for organizing new libraries with very little practical experience. Unfortunately, very little emphasis seems to be laid on this aspect of cataloguing at present. R10, Library Work With Children, is the only paper in which students are examined on the subject at all frequently. There is also the difficulty that, although students may be urged to take R1-3 before the other papers, they frequently do not, so that in many cases they are lacking in the basic knowledge necessary to prepare them for the work. It seems highly desirable that the subject should receive more attention and that, either students should be required to take R1-3 before the other papers or that the section on selective cataloguing in R1 should be widened to include all aspects of adaptation, with provision for specialization in one particular field. Although there is much to be said for the inclusion of the adaptation of cataloguing with the study of each type of library, an insistence on the completion of R1-3 before the other papers are taken would lead to difficulties in the smaller States where it is impossible to give lectures on every subject every year.

It is most regrettable that no one has yet thought fit to write a new, comprehensive work on subject cataloguing so that Cutter (admirable as he was for his day) could be retired. If the notes of the Public Library of New South Wales could be revised to include direct statements of any important points taken from Cutter and notes on the use of headings by the Library of Congress (especially on its use of inverted headings), the supersession of Cutter should not be very difficult. Haykin's Subject headings contain a great deal of valuable material but it does not by any means deal with all the basic problems. It should, however, certainly be included in the bibliography.

Of all the subjects prescribed, practical

cataloguing lends itself least satisfactorily to central examining. The best students will pass and the poorest students fail on almost any paper, but the results for the great majority of students tend to fluctuate considerably from one exercise to the next, and it seems hard that they should be judged on their ability to catalogue six books. Many students would probably prefer to have two three-hour papers rather than one, even though practical cataloguing still counted as one subject. The allocation of another paper to cataloguing would involve a considerable amount of extra work for the examiners, but it would allow a wider range of books to be set and would show up more clearly the candidates' strengths and weaknesses.

Some of the books set for classification and subject cataloguing in the past seem to have been unreasonably difficult. The purpose of the examination is presumably to test the student's ability to recognize the subject of a book and to translate it satisfactorily into a class number and subject headings in accordance with certain principles. While the students should certainly be required to exercise judgment in the extension of the connotation of class numbers and in the making of headings it is doubtful whether anything is achieved by setting books that an experienced cataloguer might think about for days and would certainly not tackle without recourse to specialized aids that are not available in the examination room.

R4, The Provision, Administration, Processes and Services of Libraries, dealing as it does with the organization of national, State, municipal, university and college libraries, is an extremely important paper.

The division into "Reference" and "Lending" libraries is carried through from the Preliminary course and its application at the Registration level introduces some new difficulties.

The syllabus for both sections is given only in very broad outline but the bibliographies and examination papers show distinct differences in emphasis.

The Lending libraries course involves a detailed study of the history and operation of municipal services in various countries and of the skills and routines associated



with municipal work. It also includes considerable study of the principles of administration as applied to library work and study of reference books.

The Reference libraries course covers the organization of a reference library but it does not appear to cover the broader aspects of administration, as none of the basic books on the subject, such as *The Administration of the American Public Library* by E. W. and J. M. McDiarmid, is included in the bibliography. The emphasis on reference books is much greater than in the Lending libraries course.

It seems difficult to justify this division of material. Administration is quite as important in the reference field as in the municipal field. Most librarians in reference libraries are less concerned than municipal librarians with external administrative problems, such as the relationship between the library, the library committee and the library authority, but the internal administrative problems which they have to solve are usually much more complex. General administrative principles are of importance to any librarian who holds a supervisory position and no amount of knowledge of books and of library techniques will make a library run well if its administration is poor.

On the other hand, it seems most undesirable that the course for municipal librarians should include only a smattering of bibliography and reference work. Many Australian municipal libraries are extremely small and they will never have the resources to do much reference work, but this is not the case with all of them, and it seems most necessary that municipal librarians should have the opportunity to undertake advanced study in this field if they wish.

One solution to these problems might be to divide R4 into (a) National and State libraries, (b) Municipal libraries, and (c) University and College libraries, to include general administration in all three courses, and to create a new paper for the study of bibliography and reference work, with their application in various fields. Because of its highly specialized nature, bibliography and reference work for special libraries would best be left in R5, the Special libraries paper.

It seems important that all students should be familiar with the organization of one type of library and, for this reason, it would be desirable to make it compulsory for them to take either R4, R5 or the School libraries section of R10. The reasons for not including the Children's libraries section of R10 as an alternative are given later in the discussion on R10.

Much of the material in R6, History and Purposes of Libraries, is closely related to material in other subjects, and it is doubtful whether R6 serves a useful purpose as a separate paper. The history of libraries and surveys of libraries are already included to a large extent in the various sections of R4. Surveys of areas with a view to the provision of library service would fit more logically into R4 than into R6, while the general provision of libraries of different types and the problems of library co-operation and co-ordination could very well be transferred to the National and State libraries section of R4 in place of the section on reference work.

Preparation for R4 is made difficult by the lack of up-to-date material on Australian library development. A certain amount of information can be gleaned from "The Australian Library Scene" and from the annual reports and news bulletins of the various State library boards, but it is rarely adequate. It would be very helpful if a series of articles could be published in the Australian Library Journal outlining the present position in the various States. Supplementary articles could be published from time to time to cover new developments.

R10, Library Work With Children, has been the subject of much discussion recently. The field of children's literature is a wide one and one which requires special study. The allocation of two papers to children's work—one for administration and one for literature—would enable it to be dealt with more satisfactorily. The administration paper could be made a division of R4 but, under Australian conditions, it seems desirable for children's librarians to qualify in general municipal or State library work and a separation of the papers would allow librarians in municipal and State libraries to gain some knowledge of children's work. The main difficulty in splitting

the paper in this way would be that many students who were not training primarily as children's librarians might wish to take one paper and not the other. It might be possible to work out a satisfactory division of material so that the papers would be more or less self-contained. Otherwise one paper could presumably be made a prerequisite for the other.

There would be no point in school librarians taking the R4 paper as their administrative problems are very specialized. They should, instead, be required to take the School libraries section of R10 and they should also take the children's literature paper.

The provision of service for adolescents and the transition to the adult library are included in the paper on children's work but they are not dealt with at all in the Lending libraries section of R4. It is generally considered that service to adolescents is best given through the adult library. If R4 were changed as suggested above, work with adolescents could be added to the syllabus for municipal libraries, partly in place of reference work and partly, perhaps, in place of some of the less necessary routines. However, if students specializing in children's work were not required to take R4, the transition to adult work should preferably be included in both papers.

A system of central examining has important drawbacks compared with a system of accreditation. With accreditation the student's work can be judged over the whole period of the course instead of at one examination, while the instructor has more freedom in working out the training programme. But in a country such as Australia, where library development is new and uneven, it would be difficult to ensure the maintenance of satisfactory standards if central examining were not adopted.

The training course as it stands at the moment is very suitable for people who are making a career of librarianship but we should beware, notwithstanding our endeavour to maintain professional standards, of carrying its application too far. There are some cases in which the person who undergoes the standard professional training may *not* be the best person for the job.

For example, many very small municipal libraries cannot afford to employ anyone with more than the Preliminary certificate. The Preliminary course is not designed to equip people to run a library and many small libraries would be better staffed by a mature local person with an interest in books and readers than by an immature student with the Preliminary certificate. These custodians, if we must call them that, certainly need some training, but they need a short course which stresses the potentialities of books, the relationship between books and readers and publicity methods rather than an introductory professional course. Training courses for custodians could be organized more effectively by the State library boards than by the Library Association and they present a special problem which may be considered outside the scope of formal professional training. Custodians tend to be accepted only as a necessary evil but if they were adequately trained and recognized and were properly paid, so that they did not compete with librarians as cheap labour, they could contribute a great deal to library development which young, partially-trained librarians cannot contribute.

The teacher-librarian who has only a few hours per week for library work presents a similar problem. School librarians who are engaged full time in library work should certainly take the full professional training course, but this course is scarcely practicable for part-time librarians.

Some special courses on the lines suggested above are already in operation. Provided that they are properly controlled and that their limitations are clearly realised, they can perform a very useful function, complementary to that of the more formal training programme.

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## Opportunities for Librarians in Indonesia

*Miss Ashton, formerly of the Dixon Library, University of New England, is working in Djakarta under the Scheme for Graduate Employment in Indonesia which is sponsored by the National Union of Australian University Students.*

If you like the sort of job where everything you do has an urgent importance far above its usual place in routine work, and where you yourself are called upon to exercise your own ingenuity in integrating all the principles and practices of your profession, then you would like library work in Indonesia.

The Indonesian Government is very eager to overcome illiteracy in this country; to increase the knowledge of its people about the world in which they live; to show them ways and means of using this knowledge to help them develop a higher standard of living for themselves as individuals and for the nation as a whole; and finally to gain happiness and security for the whole nation. The government has recognised the important role libraries can play in this plan and has accordingly set up a wide-reaching library service to cater for all sections of the population. A National Library Board was recently established, and its recommendations will be executed by the National Bibliographical Centre under the Libraries Bureau of the Ministry of Education.

The plan has been envisaged on a grand scale, but the number of trained librarians to carry out the scheme is pitifully small. Considering the short life of the Republic of Indonesia, much has been done already, and there are well-established libraries. But libraries must have staff, and the small, recently-established (1953) library school cannot cope with the demand. (This school has taken about 30 students for one 2-year course so far, with the next session of some 50 students just about to begin). In a report on Indonesian libraries in 1953, Mr. A. G. W. Dunningham, Unesco Technical Adviser for Libraries, estimated that Indonesia

needs at least 7,000 trained librarians to carry out a full national programme—with barely 20 trained people in the whole of Indonesia now!

Your work could be with the Libraries Bureau which could employ several trained librarians, or you could be placed on the permanent staff of the National Bibliographical Centre to cope with the huge programme of union cataloguing, bibliographical indexing and inter-library loan work which has been started; or, you could be sent to one of the provinces to help organise library work for the whole province; or (and this may come as a surprise to you, as it did to me) you could be lecturing in the Library School yourself in less than a year; and last, but far from least, you could become a librarian in charge of any one of a hundred or more libraries and build up your library as a model of efficiency and as an example to the whole library profession!

I have been employed as a librarian for the Indonesian Government, attached to the Libraries Bureau in Djakarta, and also supposedly the one-man show for the National Bibliographical Centre for five months, and in that time I have been working on a various assortment of interesting library occupations: a union catalogue of the university libraries of Indonesia, an index of the foreign text-books required for all tertiary education institutions, articles on Australian libraries for various periodicals here, reorganisation of two government departmental libraries, and in the future (October) as a lecturer in the Library School.

On one of the latter assignments, I discovered just what was expected from anyone who is fortunate enough to have library training. I was sent to Jogjakarta, in Central Java, to help reorganise the library of a training school for future English language teachers and to train the librarian. I had two weeks to do this, but during those two weeks, apart from working at the library in question, negotiating

with the teaching staff, and lecturing to the students of the school on the use of libraries and of their library in particular, I was set upon by librarians from other libraries in the town who were thirsting for training, and who asked me to instruct them also. I found questions on library practice fired at me suddenly which took more than my four years of library experience and training to answer. I found I could have written a book on the spot if I'd answered fully all the questions for which I was asked for written answers. I found that everything I said and suggested was important and worth acting upon immediately in the eyes of the librarians in Jogjakarta—a situation that can be hair-raising, if flattering—and I pictured myself upsetting the whole Indonesian library plan with a few carelessly thought-out replies.

This situation could be repeated in every other town of any size in Indonesia where libraries are established or where there are faculties of the universities. Exciting? It certainly is exciting to be needed so badly, and to find your years of training and study so useful. Inspiring? To take part in a nation-wide scheme for libraries and to feel that every small contribution you make is a

large step forward on the road of library development is about the most inspiring and satisfying work I can envisage. If you feel like joining this scheme, don't be afraid that your talents won't be used—only come prepared to put everything you've got into it, and you will be rewarded with a good, responsible job, stimulating and friendly colleagues, and a fund of experience and responsibility which should stand you in good stead for future employment.

For those who remain uninspired by this over-enthusiastic picture, here is some more down-to-earth information which might reassure you. If you are a university graduate, with library training at a library school, you will receive at least 500 Rp. a month, but with experience this will be supplemented by about Rp. 50 or Rp. 60 for every year of experience. This is enough to live on fairly comfortably, and you can add to this with lucrative English teaching in the afternoons. Actually I receive Rp. 750 a month for a B.A. degree with one year library school and four years' library experience. You might fit in above or below this level, but it will be sufficient without too much hard economising, so come and try it!

By JEAN HAGGER, B.A., A.L.A.

## An Exchange Programme for Australian Libraries

*Miss Hagger is Head Cataloguer, Melbourne University Library.*

It was with much interest that members of the Victorian Branch of the Library Association of Australia heard their Representative Councillor report that, at the recent meeting of the Council in Brisbane, a resolution was passed, expressing cordial approval of the Commonwealth Librarianship Plan of Lehigh University, and pledging its support to this plan. Exchange plans such as this are of inestimable value to the participating libraries and librarians, and it is the purpose of this article to suggest that similar programmes be started in Australia.

In the initial stages, it would probably be wise to do as Lehigh has done, and limit the geographic scope of the programmes. In Australia, our most suitable area for a co-operative scheme would surely be the Asian countries, particularly the South-East Asian ones. There is no need for me to labour the arguments in favour of the closest co-operation between Australia and these countries, for this is the subject of almost daily statements by leaders from both areas. To the individuals who take part in programmes of co-operation, as well as to the nations which sponsor them, there are many advantages to be considered.

From a professional point of view, the value of a library exchange between Australia and an Asian country might be somewhat one-sided, as Australia, at the present time, is ahead of most of these countries in library techniques and services. This should not deter Australian librarians from seeking exchange posts there. At the right stage of their career, the broadening experience of a year's residence in a foreign country would be of more value than a little more professional knowledge. If exchanges could be arranged, Australians could assume the role of advisers, giving in-service training to Asian librarians working in Australia, and helping with advice in the Asian libraries where they may be employed, or in conferences and seminars.

Before any exchange programme can be begun, there must be not only the awareness of its desirability, but also the machinery to implement it. The first element seems to be present among many Australians, and some Asian countries seem to be receptive to such a scheme. So it would be profitable to give some consideration to the second element in the situation, the setting-up of machinery to cope with a programme. In this matter, we can get much guidance from the United States, whose exchange programmes for both receiving aliens and sending out Americans are so well developed. From a consideration of American plans, it seems that there needs to be organization on two levels; the official, to give sanction to enable aliens to work in a country, also within the profession concerned, to channel information about opportunities to the appropriate places.

The outstanding official programme, arranging for aliens to work in the United States, is the Exchange Visitor Programme, under the sponsorship of the Department of State. (It was as a participant in this programme that I worked for one year at the Carnegie Library of Pittsburgh, during 1953/1954.) An institution, either public or private, which wishes to employ an alien, applies to the Department for approval as a body worthy to serve as an example, to the alien employee, of the highest achievements in its field. The mark of approval is the allotting of a Programme number, which it

keeps until such time as its standards fail to satisfy the Department. It is used in immigration technicalities, such as establishing the bona-fide of applicants for visas and residence permits.

Some such scheme would probably gain the approval of the Commonwealth Department of Immigration, which has expressed its approval of the principle of exchange for librarians, in correspondence with Miss Elinor Archer. During a recent visit to the East, Miss Archer found that librarians were extremely eager for a chance to have experience in Australian libraries. Realising that studentships were not altogether the answer to the situation, she enquired what the official attitude would be to arrangements enabling Asians to gain their experience by working in libraries, and received the following information:

"This matter has been considered by the Immigration Advisory Council and the Minister has approved of their recommendations which are:

- (i) (a) The Library Association of Australia will ensure that the persons concerned are in fact librarians and have the sponsorship of suitable libraries in their own countries;
- (b) that arrangements have been made for their placement in Australian libraries, and that
- (c) they will return to their own countries at the end of one year.
- (ii) other normal requirements for entry to Australia will be met."

I do not know what provision exists in the Asian countries, which would facilitate the employment of alien librarians, although I think that Indonesia has some scheme. Perhaps representation to the governments by the various national library associations would result in a response as encouraging as that made by the Australian government.

The second level of organization, that within the profession, could also find much guidance from American schemes. While it is ultimately necessary for the individual librarian to approach the library at which he wants to work, or for the individual library to approach the librarian it wants to employ, it is so difficult to know who may be

interested. The American Library Association has an International Relations Board, which was most helpful to me, sending me a list of libraries which were known to have employed alien librarians. The Exchange Visitor Programme was served by two informal clearing houses of information, one at the Library School of the University of Illinois, and the other at the Library of Congress. It was from one of these that I received the offer of a position at a college, which had sought information about likely alien librarians wanting to work in the United States.

There are a number of suitable bodies in Australia which could perform such functions, and which, by doing so, would earn the gratitude of both Australian and Asian librarians. Surely the most appropriate one would be our Library Association. By pledging itself to support the Commonwealth Librarianship Plan of Lehigh University, the Association has presumably undertaken to answer any questions put to it by that university, or by Australian librarians wanting information about the positions available there. It is but a small step to the presumption that the Association would also be willing to answer questions in regard to other exchange posts as well, and, in this way, would be performing an invaluable service for its members. But this role, admirable though it may be, is a passive one, and action is needed as well.

An action committee is needed, either within the Association or independent of it, which will initiate correspondence with overseas library associations, and with employing bodies both here and abroad. It could investigate such exchange problems as leave-of-absence rather than resignation of participants, and the source of funds needed for any salary adjustments which may be necessary if one is to work in a foreign country. The results of such correspondence and investigation could be made known to the profession, and surely there would follow many opportunities for Australian librarians to gain experience in foreign libraries, or to act as hosts and friendly teachers to a considerable body of foreign, and particularly Asian librarians.

My interest in an exchange position in

the United States was aroused by an article which appeared in the "Library Journal" telling of the experiences of an English librarian who was working there, and explaining the mechanics of the programme that enabled her to do this. It is my earnest hope that the suggestions that I have offered in this article may in some way be instrumental in the setting-up of similar programmes\* in Australia and the Asian countries. From my own experience I can testify that working as an exchange librarian, while it entails many sacrifices, is most gratifying, from both the professional and personal points of view.

#### WEST AUSTRALIA'S NEW ACT

The Acts Amendment (Libraries) Act, 1955, recently passed by the Parliament of Western Australia, amends the Public Library, Museum and Art Gallery of Western Australia Act, 1911, and the Library Board of Western Australia Act, 1951.

Under the provisions of this Act, on 1st December, 1955, the Public Library of Western Australia will be separated from the Museum and Art Gallery of Western Australia and its control and management will be transferred to the Library Board, thus amalgamating the reference and lending services provided by the State Government.

Among the other provisions of the Act are the following:—

- (a) the term public library will in future be used for all libraries maintained by local authorities and registered with the Board, the term "free library" being disused; this is a change of terminology only, all registered libraries in Western Australia must give a wholly free service under the terms of the present Act;
- (b) the title of the Public Library of Western Australia is changed to The State Library of Western Australia;
- (c) the executive officer and secretary of the Board will be designated the State Librarian, and must be a qualified librarian;
- (d) minor amendments are made to the constitution of the Board.

## A New Deal for New Australians?

*Miss M. Harry, of the National Library's Training School, writes:—*

In the 1955 Preliminary Examination (and also in 1953) New Australian candidates in the Australian Capital Territory all failed, whereas there were no other failures among library school candidates. In fact, one candidate passed without having any formal training and without any experience of Dewey classification schedules except during one week's perusal.

Of the three 1955 candidates, one failed for the second time, in spite of very hard work, and although a good cataloguer. The other two have almost completed a university course in Australia after doing high school studies in other countries. The problem is more than one of being "ill prepared by themselves or their teachers" or of lacking the required standard of education, as all the candidates in question are university graduates or near graduates with formal training in librarianship and industrious habits.

It is assumed that these candidates have more difficulty with Paper 1 than with Paper 2, as the former requires skill in the use of the English language almost as much as knowledge of the subject, whereas the latter tests practical capacity in the processing of books and does not involve such language problems.

Now, when language difficulties are present, they are not confined to ungrammatical sentences and spelling mistakes. There is first of all a difficulty in grasping ideas that are being presented, secondly a difficulty in retaining these ideas, and lastly a difficulty in presenting them at the time of the examination. This is caused partly by a different approach to educational problems, and partly by the need for some degree of translation into the person's native language at each stage. It is a well-known fact that people continue to make numerical calculations in their own language, and in reproducing information, whether numerical or otherwise, in an examination, not only the

intellectual content of the answer must be considered, but also its correct presentation in English. This means that less information can be set down in the time allotted than is the case with students whose native language is English. An answer can actually be short, ungrammatical and misspelt, although the candidate knows his subject as well as does a candidate who writes at greater length and in better English.

Another disadvantage felt by students from Europe is that they are not used to the type of examination for which they must sit, as they have been accustomed to presenting theses supported by searching oral examinations.

If these people are denied the professional status which the passing of the Preliminary Examination would give them, they are likely to become discouraged enough to leave a profession to which they can contribute a great deal, especially in those fields where a knowledge of languages is needed (e.g., in cataloguing and in interpreting the needs of New Australian library users). Failure in an examination is a much more serious matter to a European than to the average Australian, for in Europe the type of work performed and the qualifications obtained are matters of more serious moment in a class-conscious society than they are in Australia, where class-consciousness is almost non-existent and where stress is too often placed on material advancement at the expense of craftsmanship and a sense of vocation.

No mention has been made of the Registration Examination, in which candidates of foreign origin have had similar difficulties, as it is likely that the duties of these candidates involve correspondence and other work where perfection in the English language is virtually a necessity.

The following are suggestions for overcoming some of the problems of New Australians sitting for the Preliminary Examination. Some of the proposals might be



extended to Australian-born candidates, and perhaps even to the Registration Examination.

- (1) Candidates might be permitted to state on their cover-sheets: "English is not my native language". The examiner would then approach the paper sympathetically instead of becoming impatient at spelling mistakes and badly expressed sentences.
- (2) Candidates might be permitted to have a list of their marks, so that they would know their chief weaknesses. Some Australian universities have been prepared to supply marks whether a candidate passed or failed, provided an additional fee was sent with the entry fee.
- (3) Candidates might be credited with a pass in Paper 1 or Paper 2, if they failed in only one paper, so that when sitting for the examination the following year they could concentrate all their energies on their weaker subjects. This would bring the Preliminary Examination into line with the Registration Examination.
- (4) An oral examination might supplement the written examination. This is not unknown in tertiary education in Australia. It is part of the normal routine in examinations for medical and language students, and in the University of Western Australia oral examinations have been used extensively in other subjects to decide whether border-line cases are deserving of a pass or a distinction, as the case may be.

A good deal of library work depends on the oral approach, so if candidates can satisfy an examiner orally they should be worthy of passing an entrance examination for the profession. Often by cross-examination it is discovered that a New Australian actually means the opposite of what he has said or written. It is considered quite normal for two people to discuss a problem when each is trying to get the other's viewpoint, and it is legitimate for the borrower to be questioned to

find out his exact wants, so why should a librarian not be able to explain himself, too?

The oral examination might be at the candidate's own expense, which would prevent abuse of the privilege. The candidate might be required to travel to a centre selected by the Board of Examination, and to be examined by a member of the Board or a competent person selected by the Board, or he might be required to await the arrival of such a person in his own district.

- (5) The use of a quiz form of question might be instituted, either in the Preliminary Examination itself, or as a supplementary paper for those who failed. This could be confined to New Australians, or it could be used to test any candidate considered worthy of a second chance.

Eligibility for supplementary examination, either oral or in quiz form, might be determined by a certificate from a senior librarian with knowledge of the candidate's capacity.

## EXAMINATIONS

The Preliminary Examination, 1956, will be held on Wednesday and Thursday, the 6th and 7th June. Intending candidates are reminded that applications close on the 31st March.

The Registration Examination, 1956, will be held as in 1955 at the end of the year, at a date to be announced later. Applications for admission to the Registration Examination close on the 30th June.

Application forms will be available early in January from the Association's Branch Secretaries in each State and from the Honorary Secretary, L.A.A. Board of Examination, c/- Public Library of New South Wales, Macquarie Street, Sydney. Completed application forms should be addressed to the Honorary Secretary of the Board at the above address and cheques, money orders, postal notes, should be made payable to the Library Association of Australia.

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# Branches and Sections

## QUEENSLAND

Since the Conference there have been two Branch meetings and the annual Branch Christmas Party. On 22nd September the Hon. Secretary gave a paper on the history and aims of the Association. He expressed the opinion that for the Library Association to continue to be active and effective, more than a general community of interest was needed, and that there should be a continuous number of what might be called "Short term projects" to be carried out by Branches and Sections or Divisions.

In October the retiring President, Mr. Bryan gave an address entitled "About This Book", in which he pointed to the modern trend of treating books as "units in a flow chart" and appealed for a balanced view by librarians in which the intrinsic value and interest of the books themselves was not forgotten.

The Annual Christmas Party was a barbeque at the home of Dr. and Mrs. W. G. Oakeley on the 15th December, 1955, and was a great success. Recently the Branch Council gave an informal farewell to Miss W. Richardson who has left the Parliamentary Library to travel abroad.

As will have been noted elsewhere in the Journal the new Branch officers for 1956 have been elected and at the meeting concerned, every good wish was extended to them for a most successful year.

## SOUTH AUSTRALIA

The most outstanding item of news from South Australia is the introduction by the Premier of South Australia of a Bill to provide State subsidies to local libraries. This Bill, which, according to Press reports, and Hansard, caused the most bitter disappointment to the Libraries Board of South Australia, completed its passage through Parliament on 24/11/55. The Act, as it is now, is remarkable, not for what it says, but for the fact that it says almost nothing.

It is entitled the "Libraries (Subsidies) Act", and its chief provisions are:—

(1) That if any municipal or district council, or any body approved by the council, provides, furnishes, and manages a library, the State Treasurer may authorise a £ for £ subsidy on amounts provided by the council.

(2) No subsidy will be paid unless a favourable report on the project is made by the Libraries Board of South Australia (which administers the Public (State) Library of South Australia).

(3) No subsidy will be paid unless "a substantial proportion of the books . . . be of an educational or literary nature", and "the library . . . available to the public".

(4) The Libraries Board of South Australia may establish a service for lending books to subsidised libraries.

It will be seen that (1) and (2) may allow existing Institute libraries to receive the State subsidy, if the recommendation of the Libraries Board is gained. Also, there is no minimum amount, or rate, below which, no subsidy will be made. Under (3), it is to be hoped that the Libraries Board will set some minimum standard of quality. "Educational and literary nature", unqualified could cover even the poorest fiction; such books are of a literary nature, even though they are not of literary quality.

Also under (3), there is no statement that the libraries must be free; in fact, an earlier version of this Bill stated "available to the public by subscription, fee, or otherwise".

Under (4), if the Libraries Board lends books to the subsidised libraries, the books so provided should at least indicate an acceptable standard, which may be a guide to the councils.

The annual meeting of the S.A. Branch was held whilst this Bill was being debated. The Bill caused much discussion amongst members, and the following resolution was moved and carried:—"This Branch notes with pleasure the introduction of a Bill for government subsidies to local libraries. But in doing so, it regrets that the Bill does not



recognise that adequate library service can be given only by free libraries which (a) are financed by local rates and government subsidies, (b) administered by trained librarians, and (c) can avail themselves of the promotional and advisory services provided by the Libraries Board.

"It regrets, too, that no provision is made for regional library services, which are particularly necessary in a State such as this, where the population is sparsely scattered over large areas".

A copy of this resolution was sent to the Premier, the two daily newspapers, and later, to all members of the South Australian Parliament.

The resolution had no apparent effect on the Bill, but it was favourably reported in both newspapers.

On September 21st, this Branch received reports of the delegates to the Brisbane Conference. This meeting was well attended, and proved most interesting.

On October 18th, this Branch was privileged to attend the meeting of the S.A. Division of the Section for Library work with Children and Young People, at which Miss Cynthia Paltridge, Lady Clark Librarian, Tasmania, was the guest speaker.

The annual meeting, followed by a Presidential address, was held on November 16th.

### VICTORIA

The Public Library of Victoria celebrates its centenary in February. A number of interesting functions has been arranged to mark this historic occasion.

The annual Christmas gathering was an unparalleled success this year, almost 200 members being present at a buffet dinner in the Murdoch Gallery, which was lent for the occasion through the good offices of the retiring Director, Mr. Daryl Lindsay.

Mr. H. V. Bonney, F.L.A., formerly Librarian of the Central Highlands Regional Library, with headquarters at Ballarat, has received a UNESCO appointment to Iraq and Hashemite Jordan.

Mr. V. W. Prescott, B.A., formerly librarian of the Sunshine Public Library, has been appointed librarian to the Public Service Institute at Port Moresby.

To both these members we wish every success in their new fields of endeavour.

Mr. H. W. Nunn, B.A., has been appointed Archivist at the Public Library of Victoria.

Mr. T. Fleming Cooke, B.A., formerly Chief Librarian of the Public Library of Victoria, died on 20th September, aged 75 years. He will be widely and affectionately remembered by many people for his encyclopaedic knowledge and his readiness to help anyone in quest of information. He prepared a catalogue of Australian in the Lending Library, and has contributed many articles to periodicals.

Many Victorian librarians are abroad including Miss Pat Smith, who is at the R.A.F. station at Shellingford, Miss Constance Pavey is in Toronto, Miss Betty Jack works for the U.S. Air Force at a base near Oxford, and Miss Joan McMicken, among other things, attended the recent Edinburgh Festival.

The Library School has concluded a successful year. Opportunities were provided for students to take Papers RI-3 in the evenings to prepare them for the December Registration Examinations.

The Certificate of Proficiency has been awarded to the following students:—

Miss M. L. Baxter, B.A.  
Miss M. Bowman  
Miss R. Brown  
Miss M. Corder  
Miss Janice Evans  
Miss S. E. Howard  
Miss C. G. Kemp, B.A.  
Miss M. Smales  
Miss M. Stewart

The Prospectus for 1956 is now ready. Apart from instruction in the Preliminary Certificate Syllabus, and for the Advanced Course evening lectures (July-December) will be given to those who wish to take Papers R, 4, 5, 6, 7 of the Registration Examination in December, 1956.

## WESTERN AUSTRALIA

The Branch has held three meetings, one each in the months of September, October and November.

Attendances have been excellent and promise well for further Branch activities in the ensuing year.

It is hoped to arrange a series of lectures, for the Preliminary Examination, commencing in January or early February, run by Miss M. White and the Special Libraries Group.

## SECTION FOR LIBRARY WORK WITH CHILDREN AND YOUNG PEOPLE

### Election of Officers, 1956

The Section for Library work with Children and Young People has pleasure in announcing the election of Mr. Warwick Eunson (Melbourne Teachers' College) as Representative Councillor and President for 1956.

Mr. Eunson succeeds Miss Nancy Booker who has been Representative Councillor and President of the Section since its inception in December, 1952.

The Section Council elected for 1956 is as follows:—

President: Mr. Warwick Eunson.

Corresponding Secretary: Miss J. C. Tindall

Hon. Treasurer: Miss K. M. O'Keeffe  
N.S.W. Division Representative: Miss E. Hill

Vic. Division Representative: Miss E. Haynes

Q'ld. Division Representative: Miss J. Batley

W.A. Division Representative: Miss D. Wood

Tas. Division Representative: Miss C. Paltridge.

A.C.T. Division Representative: Mrs. M. Fox

Presidents of State Divisions elected for 1956 are:—

New South Wales: Mr. G. F. R. Cowdery, Sydney Grammar School (1955 Pres., Mrs. Marjorie Cotton).

Victoria: Mr. C. A. Housden, Libraries' Service Officer, Dept. Ed.

Queensland: Miss L. Dobson, South Brisbane Municipal Library.

South Australia: Miss J. Shaw, Adelaide Teachers' College (1955 Pres., Mrs. Barbara Buick).

Western Australia: Mr. W. H. Anderson, Representative of Education Department (1955 Pres., Mr. J. Hammond).

### News from Divisions

#### New South Wales

The two outstanding meetings of the New South Wales Division in the second half of 1955 were:—

(a) 28th September (evening): At Burwood Municipal Library, a meeting of special interest to teacher-librarians, at which Mr. C. A. Housden, Libraries' Service Officer of the Victorian Department of Education, spoke on "Some Aspects of School Library Development in Victoria".

(b) 3rd December (afternoon): A meeting held at the Belmont Branch of the Lake Macquarie Shire Library. At this meeting Mrs. Marjorie Cotton, Children's Librarian, Randwick Municipal Library, addressed members on "Methods of Stimulating Children's Reading".

The meeting at Belmont, the first in a regional area to be held under the auspices of the N.S.W. Division of the Section, was presided over by Cr. C. S. Nichols. About 50 librarians, teachers and guests, from the Shire, and from Maitland, Newcastle, Cessnock and Sydney, were welcomed by the Librarian of the Belmont Branch Library, Mrs. A. Purser. The meeting took the form of a Christmas gathering. In a short session devoted to story-telling, Mrs. Cotton told the Christmas story as presented in "The Christ Child" (M. & W. Petersham), in "The Christmas Carol" (Dickens), and in Christmas verse. "Christmas in Books" was the subject of a display of children's books. At the close of the meeting the Librarian of the Lake Macquarie Shire, Mr. J. Allison, gave members from Sydney the opportunity of inspecting the newly completed Swansea Branch Library.

The main meeting of the New South Wales Division is planned each year in January, during the school vacation. This year the meeting has been arranged for 25th January, 1956, and will be held at Sydney

Grammar School, College Street, Sydney. "The Library in the Private School" has been chosen as the topic for the morning session. The topic for the afternoon session is "Display in the Library" and the speaker will be Mr. Eric Weinberger. Mr. Weinberger is in charge of display at Angus and Robertson Ltd. The meeting will give members and visitors the opportunity to inspect the new library of Sydney Grammar School.

#### *Victoria*

The August, 1955, meeting of the Victorian Division was held in the library of Scotch College. Members were welcomed by the Librarian, Mr. Kirby, who explained the resources of the library, which serves 1,200 boys. Guest speaker for the evening was Mrs. Wilson ("Keane Wilson"), author of the children's books, "Nicky of Tumbaringa", "Look After Arthur", and the "Pip and Andrew" series. Mrs. Wilson spoke of the many difficulties she encountered in the publication of these books.

South Melbourne Public Library Theatre was chosen for the September meeting, when films on library service, resources and organisation were shown. These films were from Britain, Sweden and the United States, the film from Sweden being generally considered the best. The annual meeting followed the viewing of these films.

The October meeting was held in the large, modern children's library at Kew. The speaker was Miss Margaret Kiddle, author of the historical novel, "Caroline Chisholm", and the children's books, "Moonbeam Stairs" and "West of Sunset". Miss Kiddle, now a tutor in history at Melbourne University, spoke about the experiences she had had with the publication of her books. The interest of those present was shown by the brisk discussion which later took place on how a demand for Australian children's books could be created.

The final meeting for the year was held on 9th November at the South Melbourne Library and was attended by about 40 members. At this meeting members were pleased to welcome Miss Jean Addison, Children's Library Officer of the Free Library Service Board of Victoria, who had

recently returned from a visit to the United States. While there Miss Addison had studied and worked at the Pittsburgh Library, gaining experience in the various forms of library service conducted by the library. During an informal and informative talk some startling facts were brought to light, including the one that children could borrow from 1-15 books at a time, according to age, and 20 during school holidays, while teachers could borrow up to 100. General discussion brought a very successful final meeting to a close.

#### *South Australia*

The final general meeting of the South Australian Division for 1955 was held on 18th October at the Symon Library, Public Library of South Australia. The speaker was Miss Cynthia Paltridge, Lady Clark Librarian and former Children's Librarian at the Public Library of South Australia. Miss Paltridge described details of her work in Tasmania to a very interested audience.

#### *Western Australia*

Among activities of the Western Australian Division arranged for the second half of 1955 was a meeting held at the Library Board Headquarters. The purpose of this meeting was to view and discuss a display of book selection aids and new children's books. The final meeting of the year was a full Branch meeting at which films were shown.

#### **RECOVERY OF JOURNALS FROM DEAD LETTER OFFICE**

The Special Libraries Section has come to an arrangement with the P.M.G.'s Department whereby the Section receives regularly lists of scholarly journals which have found their way into the Dead Letter Office.

The Section is anxious to circularise these lists to all interested librarians and General Council has authorized it to charge a small fee if necessary to cover the cost involved.

Those interested in subscribing to this very useful service should apply to:—

**The Hon. Secretary/Treasurer,  
Special Libraries Section, L.A.A.,  
C/- Cancer Institute Board,  
483 Little Lonsdale St.,  
Melbourne, C.I.,  
Victoria.**

## Notices and News

Members will note that the Federal Executive has changed in one regard, Mr. J. D. A. Collier replacing Sir John Latham as Past President.

While welcoming the addition of Mr. Collier to the governing body as a well-known and respected figure in Australian librarianship, it is only right that we should note the great contribution made to the Association by Sir John Latham whose retirement is necessitated by the pressure of his many duties.

That this pressure should be so real on a man who has retired, theoretically, from public life is ample evidence of the value very properly placed by the nation on Sir John's abilities and experience. So much the more fortunate and indeed honoured were we that he should have devoted no less than five years to active participation in our councils, three as Foundation President of the reconstituted Association and two as, and this title appealed much to his sense of humour, "Senior Surviving Vice-President".

The Association owes a very considerable debt of gratitude to Sir John for his kindly but decisive direction of affairs during these crucial years of its rejuvenation, and trusts that he may remain a member for many years to come. No doubt we will attempt to respect Sir John's decision by not calling on him for informal advice and guidance, but it will require some considerable exercise of the will to do so successfully.

General Council having ratified certain alterations to the By-laws recommended to it at the meeting in August last, these now take effect and the more important are brought to your notice here.

Inevitably, though reluctantly, the Association has found it necessary to increase subscription rates, and the nett effect of this is that all members previously paying only 10/- per year will be required to pay £1 with the exception of those over 65 years of age whose subscription remains at the present figure. Library plutocrats on £1,500 a

year and over will have to dig deeper also to a total of £5 per year.

As a further economy, the responsibility for audit has been passed back to each Branch and Section, thus making it possible for the appointment, where practicable, of Honorary Auditors, the central books of the Association alone being required to be scrutinized by commercial auditors.

The next meeting of the Council will take place on Thursday and Friday, 21st and 22nd June, 1956, in Sydney.

One of the most important matters to come before Council at the Brisbane meeting was the recommendation of the working party on National Bibliographical Services set up by the Conference of Representatives of the Commonwealth National Library, State Library Authorities and the L.A.A. Most members will already be aware of the substance of this report which appears in full below. It should be noted that Council enthusiastically ratified it and appointed Sir John Morris, Mr. Richardson and Miss Archer its representatives on the proposed Australian Advisory Committee on Bibliographical Services, pledging at the same time its full support for this first firm scheme for the rationalization and development of library resources in Australia.

A forward step by Council in the financing of Branches and Sections is seen in the decision to remit to each Branch and Section as soon as practicable after the beginning of each year £50 plus a further £10 per year for every 100 members of the Branch or Section or part thereof in excess of 100. Each Section is to receive also a further £5 for each of its Divisions. Provision is also made for grants up to £100 to be approved by the Executive for any special purpose for which application is made by Branches and Sections.

Mr. Frank Seymour Millington, the Association's first Registrar, has resigned to become first librarian of the Woolhara Public Library, Sydney.

Recommendations of the Working Party on National Bibliographical Services as adopted by the Conference of Representatives of the Commonwealth National Library, State Library Authorities and Library Association of Australia, Canberra, 21st and 22nd July, 1955.

## RECOMMENDATIONS

### GENERAL:

- (1) A plan for the development of national bibliographical services should be prepared, and having regard to the nature and extent of the task, the working-party is of the opinion that it requires the co-operation of the Commonwealth and States and their appropriate institutions.

### AUSTRALIAN ADVISORY COMMITTEE ON BIBLIOGRAPHICAL SERVICES:

- (2) A national planning body and a national bibliographical centre should be set up.
- (3) The name of the national planning body should be:  
"The Australian Advisory Committee on Bibliographical Services".
- (4) The Australian Advisory Committee on Bibliographical Services should consist of the following members:—  
The Chairman of the governing body of the Commonwealth National Library, *ex officio*;  
a representative of the Commonwealth National Library;  
a representative of each of the six State Public Libraries;  
a representative of each State Library Board;  
a representative of the C.S.I.R.O.;  
three representatives of the Universities appointed by the Vice-Chancellors' Committee;  
three representatives of the Library Association of Australia.
- (5) It is desirable that each member of the Committee, of which one-third shall retire each year, should be appointed for a term of three years.
- (6) The Committee should select its own chairman.
- (7) The Committee should meet at least once a year and otherwise as it may itself decide.
- (8) The expense of sending its representative or representatives to meetings of the Committee should be borne by the body which he or they represent.
- (9) The functions of the Australian Advisory Committee on Bibliographical Services shall be:—
  - (a) to plan and recommend to appropriate authorities the further development of Australian bibliographical services in relation to the capacities of Australian libraries in general and the special functions of the Australian Bibliographical Centre.
  - (b) To recommend measures for the better co-ordination of existing bibliographical services.

- (c) To examine projects submitted for its consideration by libraries and other organisations, and in particular such projects as have been suggested by the Library Association's Committee on bibliography and cataloguing and the replies to the working-party's questionnaire.
- (d) To consider and decide matters of policy referred to it by the Australian Bibliographical Centre or any library authority.

### AUSTRALIAN BIBLIOGRAPHICAL CENTRE:

- (10) The Australian Bibliographical Centre should be attached to the Commonwealth National Library, of which institution, administratively, it should form part.
- (11) The operations of the Centre would require the full-time services of two professional librarians, one library assistant and one stenographer, and financial provision to the extent of £6,000 per annum.
- (12) The financial provision for the Centre should be the responsibility of the Commonwealth National Library.
- (13) The functions of the Australian Bibliographical Centre within its resources shall be:
  - (a) to provide a secretariat for the Australian Advisory Committee on Bibliographical Services;
  - (b) to collect information for consideration by the Australian Advisory Committee on Bibliographical Services;
  - (c) to carry out the compilation and publication of catalogues of Australian publications and other bibliographical work recommended by the Australian Advisory Committee;
  - (d) to arrange for the carrying out of bibliographical projects as recommended by the Australian Advisory Committee on Bibliographical Services;
  - (e) to be the recognised centre for all requests, not met elsewhere, for bibliographical information regarding the books and other recorded materials of its own and other countries;
  - (f) to put inquirers, when necessary, into touch with other (e.g., specialised) sources of bibliographical information.
  - (g) to be the recognised centre for international bibliographical inquiries.

### BRITISH PATENTS FOR DISPOSAL

The Library Board of Western Australia has a set, which appears to be complete, of British patents 1617-1941 in bound volumes and would be prepared to transfer them to a suitable library.

Most of the volumes are in quite good condition, but a small proportion of (late nineteenth century) volumes need rebinding.

Will any librarian who is interested please communicate with the Board at 11 Havelock St., Perth.



SOME BOOKS AND PAMPHLETS ON  
LIBRARIANSHIP AND BIBLIOGRAPHY  
RECENTLY RECEIVED IN AUSTRALIA

(List supplied by the Western Australian Branch)

- Akers, S. G. Simple library cataloguing. 4th ed. Chic., A.L.A., 1954. [v], 250p. bibliog.
- American Library Association. *Committee on Intellectual Freedom*. Freedom of book selection: proceedings of the Second Conference on Intellectual Freedom, Whittier, California, June 20-21, 1953, sponsored by the Committee . . . ; edited by Fredric J. Mosher. Chic., A.L.A., 1954. ix, 132p.
- American library directory: a classified list of 13,857 libraries with names of librarians, and statistical data compiled triennially. 20th ed. N.Y., Bowker, 1954. xiii, 880p.
- Canada. *Statistics, Bureau of Education Division*. Survey of Libraries, 1950-1952: Part 3 of the biennial Survey of Education in Canada, 1950-1952. Ottawa, Queen's Pr., 1954. 54p. Text in English and French.
- Chicago. University. *Graduate Library School. Annual Conference*, 18th. International aspects of librarianship; edited by Leon Carnovsky. Chic., U.P., 1954. vii, 124p. (University of Chicago studies in library science series).
- Collison, R. L. W. Modern storage equipment and methods for special materials in libraries. Hampstead, The Author, 1955. 23p. bibliog.
- Daniels, W. M., ed. The censorship of books. N.Y., Wilson, 1954. 202p. bibliog. (The reference shelf series. Vol. 26. No. 5).
- Davies, D. W. The world of the Elseviers, 1580-1712. The Hague, Nijhoff, 1954, vii, 159p. bibliog.
- Esdaile, A. J. K. A student's manual of bibliography. 3rd ed., rev. by Roy Stokes. Lond., Allen & Unwin/Library Association, 1954. 392p. illus. (Library Association series of library manuals).
- Grenfell, D. Periodicals and serials: their treatment in special libraries. Lond., Aslib, 1953. xvi, 200p. illus., bibliog. (Aslib manuals series, vol. 3).
- Hunt, K. G. Subject specialisation and co-operative book purchase in the libraries of Great Britain. Lond., L.A., 1955. 32p. (Library Association pamphlets series No. 12).
- International Federation for Documentation. Manual on document reproduction and selection: part 1 and supplement, 1954. The Hague, TNO, 1953. 2 vols. illus., bibliog. (F.I.D. publication No. 264).
- King, M. M. Books and people: five decades of New York's oldest library. N.Y., Macmillan, 1954. xi, 372p. illus.
- Library Association. *London and Home Counties Branch. Annual Conference*, 1955, Margate. Requirements for a national library service: being papers read at the Conference. Eastbourne, L.A., London & Home Counties Branch, 1955. 55p. bibliog.
- Manchester Joint Research Council. Industry and science: a study of their relationship based on a survey of firms in the Greater Manchester area

carried out by the Manchester Joint Research Council, 1950-1953. Manchester, U.P., 1954. viii, 188p. map.

- Metropolitan Boroughs' (Organisation and Methods) Committee, *London*. Offset-lithographic printing. [Lond.], 1954. 32p. illus., bibliog.
- Mott, C., and Baisden, L. B. The children's book on how to use books and libraries. N.Y., Scribner, 1937. 207p. illus.
- Murison, W. J. The public library: its origins, purpose, and significance as a social institution. Lond., Harrap, 1955. 222p.
- Schenk, G. K. County and regional library development. Chic., A.L.A., 1954. vii, 263p. bibliog.
- Shores, L. Basic reference sources: an introduction to materials and methods; with a chapter on science reference sources, by Helen Focke. Chic., A.L.A., 1954. ix, 378p. bibliog.
- Thomson, J., ed. Books for boys and girls. 3rd ed. Toronto, Ryerson, P., 1954. xii, 297p. illus.
- Turner, G. The private press: its achievement and influence. [Birmingham], Association of Assistant Librarians (Midland Division), 1954. 24p.
- Who's who in New Zealand libraries, 1954-55; edited by A. L. Olsson. Wellington, New Zealand Library Association, 1955. [vii], 44p.

## THE LIBRARY BOARD OF WESTERN AUSTRALIA

Applications are invited for the post of **Technical Librarian and Information Officer**. The officer appointed will be expected to develop a library and information service of good quality to meet the needs of the business community, both industrial and commercial, of Western Australia. Professional membership of the L.A.A. or equivalent qualifications are essential, together with adequate bibliographical knowledge and experience in the relevant fields. Further particulars may be obtained from the Board at 11 Havelock Street, Perth. Salary, £1,413-£1,553. Closing date, 18th February, 1956.

## U.S. Libraries Offer New Services

*The United States Information Service supplies this note on the American Library Scene:*

Forward-looking libraries all over the United States, in rural areas as well as in large cities, are using modern techniques to revitalize their services. They have diversified their collections to include art and music and provide greatly expanded culture, reference, and educational services. Some libraries operate their own radio stations and regularly broadcast programmes on current events or other matters of public interest. Still others own special trucks, known as bookmobiles, that transport books directly to the reader in remote farm or mountain areas.

Of special interest to the patrons of the Louisville, Kentucky, public library is its art department, where outstanding art reproductions have been attractively framed. Anyone who wishes may borrow a picture for two months and hang it in his home. The audio-visual department maintains a large collection of films and phonograph records and these, too, may be taken home. All one needs is a library card, and anything on the shelves of Louisville's stately white marble building—from art to magazines—may be borrowed free of charge. In fact, the library will even lend its patrons umbrellas if it begins to rain while they are inside.

The Louisville library operates two FM frequency modulation radio stations. Programmes on drama, history and public affairs are broadcast into classrooms throughout the city schools. A great variety of courses from arithmetic to philosophy are beamed out across the air waves. Current events and other programmes of public interest also are planned for the general public. In addition, the library conducts literary discussions, sponsors exhibits for different age groups and serves as a cultural centre for the city.

What is the effect on readership of these innovations? The library-conscious Louisville public is now reading more than ever before. Within the past year circulation of books has jumped 40 per cent.

The Detroit Public Library also has an outstanding record of community service. Detroit's librarians regularly visit convalescent homes and hospitals to discuss the

patients' literary interests with them and to lend them books. In addition, it has helped improve library service at the city's House of Correction. For years, this institution carried on its shelves a nondescript, dusty collection of books. Six years ago, the Detroit Public Library stepped in, carefully selected titles that would challenge the interest of a prison population and established a revolving library of 3,500 books on sports, travel, religion, philosophy, alcoholism and other topics. Library patronage showed an immediate increase, and a truck is now sent regularly to restock the prison library with new books.

The Louisville and Detroit experiments are not unique. The pattern of augmented library service is one that is spreading throughout the United States. Other large libraries have highly qualified, up-to-date reference departments that provide latest facts and figures over the telephone. Special needs of children and youth are being met and the library is becoming a focal point of cultural gatherings.

In rural areas, use of the bookmobile—a "library on wheels"—more than any other technique, is carrying knowledge to scattered families. Last year, in Tennessee, more than 1,000 county and town libraries checked out 405,000 books to borrowers, with an average turnover of four times for each book. The majority were transported to rural readers via bookmobiles.

In many States, hundreds of small community libraries are housed in grocery stores, gasoline filling stations, or public buildings. One branch library, located in a Tennessee bank, circulated more than 3,000 books in a two-month period. Usually, library service in these small outposts is provided by public-spirited individuals for the benefit of their neighbours.

Elsewhere, the ingenuity and enterprise of the community itself serves as a stimulus for construction of new libraries. Last year, Pinedale, Wyoming—an isolated town of only 770 people—raised \$250 in public subscriptions and constructed its first small library next to the city hall. Virtually every resident in town contributed hand labour in constructing the log building. To-day, the library's patrons often arrive by snowplane and dog

team to pick up a supply of books during the winter months.

In many small towns, the shortage of library facilities has been overcome by combining facilities on a State or regional basis. More than 40 States have adopted State-wide library programmes through which a central library provides books, services and training to smaller libraries. In upper New York State the Watertown Regional Library Service Centre serves as a clearing-house for

libraries in a three-county area. This plan has worked so successfully that the New York State legislature recently offered special financial incentives to library systems operating on a co-operative multi-county basis. As a result, nine additional counties have since combined in group systems.

Last year 40 States of the nation increased appropriations for library extension programmes or for city, county and regional libraries.

## Victorian Library Week Prize Essay

By JOHN WEBB

### The Value of a Municipal Library in a Modern Community

*John Webb is 15 and attends Trinity Grammar School, Melbourne. The essay which follows gained first prize for him in the competition held in Victoria in October in association with Library Week.*

Thirty years ago a Municipal Library was a rarity. Some Municipalities (such as Ballarat) had libraries in Mechanics' Institutes, but in most cases these libraries had been established during the nineteenth century. Whilst some new books had been added from year to year, many books remained on the shelves for fifty years or more. Some of these books were rarely used, and the high shelves, dusty books and poor lighting did not encourage members of these libraries, who had to pay a fee, to browse amongst the books.

To-day this has changed completely. Most progressive Municipalities now have their own libraries, which usually are located at the Town Hall or in a central position in the city. These modern libraries, such as the one I belong to in Hawthorn, are an encouragement for members of the community to use them. They are attractive in appearance—clean, painted within in bright colours and with good lighting. The ample facilities in the way of seats and tables encourage members to spend time in the library, examining books, and reading newspapers, journals and magazines, of

which there is usually an abundant supply.

Reference to the index cards in the library enables any book to be readily located. The shelves are not too high, old books for which there is little demand are regularly removed, and new books are constantly added. Perhaps the greatest encouragement of all—these services are provided free.

All types of books are carried; fiction, of course, predominates, but large numbers of books are kept dealing with history, biography and travel, while representative books are available on literature (including drama and poetry), religion, science, the arts and technical subjects. Most Municipal libraries also have separate sections catering specially for children. Residents are encouraged to read more serious works as well as fiction, and one fiction and one non-fiction book is allowed at a time to each borrower.

These libraries are filling a definite need in the modern community. They provide a source of information not otherwise readily available to most people, and an encouragement for adults to read more widely than they otherwise would, while young people are offered interesting books which are much superior to the comics available from the newsagents.

For the majority of adults in Victoria, education (other than the hard experience

of life, and such information as is acquired from newspapers, films and the radio) ended many years ago at the eighth grade of the State schools. For most of these people the Municipal libraries are the only contact they have with higher education, and books which could be classed as literature. Not all of the adult borrowers read serious books or works of literature, but some do, and even the reading of good fiction should help to broaden their outlooks and suggest to them an appreciation of the existence of other people and their problems.

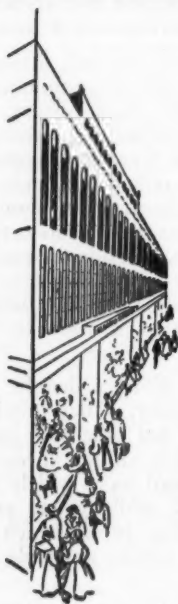
Some readers of fiction may discover the better class of writers of the early part of this century, such as Galsworthy, Arnold Bennett, D. H. Lawrence, Wells, Shaw, Henry James, Barrie, Buchan, Conrad and Hardy, and from one book pass to all others written by that author. Once started on such reading one author leads to another. Others may read a book by one of the great fiction writers of the last century, such as Dickens, Walter Scott, R. L. Stevenson,

Trollope, Thackeray and the Bronte Sisters and find a new interest in such books.

Young people may acquire a taste for the better type of writing, which may lead to a love of literature, and the urge to read widely amongst many authors. This reading is likely to be far more extensive and catholic than would be undertaken as a result of school studies, and is the best counter to the so-called comics and fifth-rate writing which young people may encounter.

Above all, the greatest advantage to the young people and adults using these libraries is that their horizons will be widened, and they will understand something of the conditions under which people live in other countries, and the problems to be met and overcome if all people are to live in peace and to enjoy life as it should be lived on this earth.

(John Lawrence Webb. Age 15. Date of birth, 16/2/1940. 11 Grattan Street, Hawthorn, E.2. Trinity Grammar School, Kew.)



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## Book Review Section

### **PUBLIC LIBRARIES AND INDUSTRY:**

*Manchester Joint Research Council. Industry and Science: a study of their relationship based on a survey of firms in the Greater Manchester area carried out by the Manchester Joint Research Council, 1950-53. Manchester, Manchester University Press, 12/6 (stg.), 1954, viii, 188 p. plate (col. map), tables 22½ cm.*

As one-time Technical Librarian, Manchester Public Libraries, I picked up the present volume with a lively interest. Its publication is the outcome of co-operation between the University of Manchester and the Manchester Chamber of Commerce, aided and supported by local firms and the Department of Scientific and Industrial Research.

The survey sought to discover the use made of the latest scientific and technical advances, how quickly they were applied in industry and what use was made by industry of books, journals and technical information agencies.

Similar surveys have been carried out in the past, but the results have not been publicised as widely as this, nor has such a wide scale effort been attempted. It is true that the function of University, special and public libraries in making technical advances more quickly known are only a part of the ground covered—nevertheless the findings of the Survey that are relevant to our work show how essential an efficient technical information service is to industry and to the community.

The special libraries attached to firms have of course a direct and immediate responsibility for feeding information into the firm, naturally limited to the particular firm's needs. The University libraries have a duty to the University staff and to the research projects carried on in the University; their subject coverage therefore is in general specially directed to the needs of the University syllabus.

The Public Library has not the same limitation on its subject coverage, but it, too, should specialize in the selection of

printed material on the theory and practice of the industrial activities in its particular area, and the value of the public library, in its relation to industry, lies in two services:

1. the provision of technical information, particularly for those smaller firms which cannot maintain libraries of their own, and
2. the acting as a liaison between all libraries of the district, so that the maximum use is made of all the resources of the area.

For this latter reason the public library should take the lead in the compilation of union lists of periodicals, bibliographical tools, periodical indexes and abstracts. And the public librarian should know personally all his professional colleagues in the area and know the resources and special collections of their libraries.

With the organisation of the technical information service must go widespread publicity to make the service known. For the one factor that this Survey has underlined is that often both management and technicians are unaware of what technical information services are available and often struggle with problems whose solutions are readily available in the technical literature.

It may be said that this technical service is possible only in the large State libraries, several of which have excellent technical provision, but the smaller library has its part to play also, a part which will become increasingly more important as organised interlending gains in strength and more photo-copying services in libraries become available.

In Australia, as in England, industrial progress and prosperity are going to depend more and more on the discoveries and ideas of modern science. Very few industries can afford to neglect developments in production methods and processes which should accompany, or follow, such new knowledge and lines of thought, and we, as librarians, must not neglect to be disseminators of technical information and to act as channels of communication between science and industry.



The lessons to be learned from this Survey make it a useful book for circulation among technicians and managements and, not least, among the library staff itself.—J.H.

**ASIAN RECORDER:** A weekly digest of outstanding Asian events with index—printed and published by P. S. Sankaran at the National Printing Works, 10, Daryaganj, Delhi. (Office address: 10, Sikandra Road Hutments, New Delhi 1.)

*Asian Recorder*, which commenced publication in January of this year, is a weekly digest of political, social, economic, educational, cultural and sporting events in 26 countries of Asia. The cover is exclusively Asia, but events affecting Asia occurring outside Asia are included in a useful section under the heading "Asia Outside Asia". Countries covered are: Afghanistan, Burma, Cambodia, Ceylon, China, India (there is understandable emphasis on Indian affairs), Indonesia, Iran, Iraq, Israel, Japan, Jordan, Korea, Lebanon, Laos, Malaya, Nepal, New Guinea, Pakistan, Philippines, Saudi Arabia, Syria, Thailand, Tibet, Turkey and Viet-Nam.

News-Sheets—eight to twelve pages to each issue—are published weekly, and numbered consecutively from the first issue dated January 1-7, 1955. The subscription is Rs. 85 for the first year (which includes the cost of a three-year binder) and Rs. 60 per annum for the next two years. Arrangement is alphabetical by country, with a summary for each country where necessary and short titles in heavy type for each item. Each item is acknowledged to the newspaper from which it is taken. If no authority is given the source is "an official communique or Press Note . . . or releases from Embassies". There are quarterly indexes, the fourth of which is to be cumulative and the publishers promise a consolidated one for the three years specified on the binder. The indexes are constructed on similar principles to those of Keesing, and have the added advantage of entries under personal names in the general alphabetical order as well as under the appropriate country. This is of considerable assistance to non-Asians who are not as familiar with these names as they would like to be.

The editor, K. Raghu Ramaiah, M.A., LL.B., Bar-at-Law, M.P., executive editor, M. Henry Samuel, and the members of the Advisory Board are persons of standing and the production is good, though some of the type used is on the small side.

The Recorder, if it maintains the standards already achieved as regards coverage and accuracy, looks like becoming an "Asian Keesing" in a real sense. It is a "must" for any library seeking to keep abreast of current Asian developments.

S.E.W.

**SCHENK, G. K.** *County and regional library development.* American Library Association, 1954.

Perhaps the most significant development in the field of public librarianship of recent years has been the widespread acceptance of the need for large library authorities or library systems which permit technical processing and administration to be centralised while local service of high quality is decentralised and made available to all citizens over wide geographical areas. The Library Boards of Australia, the National Library Service of New Zealand, Les Bibliothèques de France, county libraries in Great Britain, county, regional and State libraries of America are recent examples of the different ways in which this idea has been realised—more or less—but the pioneer country was, of course, Denmark, fifty years ago.

The development of large library systems implies the need for librarians to administer them; and such librarians require qualities, knowledge and techniques rather different from those of their municipal colleagues. "Because the major task of future library development lies in the establishment of larger units, librarians must understand clearly the similarities and differences in organisations and service patterns between modern municipal and large unit library systems".

For this reason Miss Schenk's book is timely and welcome. Its subject is the promotion, organisation and management of large area services, not their day to day routines. Such a subject has obvious dangers but the author skilfully avoids

them; she is concerned with principles, yet remains clear and practical; she is an enthusiast yet remains cool and rational; she introduces detail at times but only enough to illuminate, not to obscure the principles in question.

This book bears the stamp of mature thought over a number of years; thought, too, which has ranged beyond the borders of the United States. It is, naturally, based on American libraries and conditions, but is, nevertheless, entirely free of insularity and is very well worthy of study by anyone interested in modern public library administration.

F.A.S.

*TAUBER, M. F., and Others.*

Technical services in libraries: acquisitions, cataloguing, classification, binding, photographic reproduction and circulation operations. Columbia Univ. Press, 1954.

"Technical services" is a relatively new, but useful generic term to describe the activities listed in the title of this book, in all of which organisation and codification can be applied far more than in "reader services".

Tauber has five aims: "(1) to familiarise the student with problems in the technical services and with current thought concerning the best solutions of them; (2) to familiarise him with sources of published and other information concerning the practice and administration of the technical services; (3) to indicate methods that have been used in studying the technical operations; (4) to point out those areas in which research or special study is needed or is likely to prove fruitful; and (5) to furnish a background of information that may be useful in performing the technical services in libraries".

Let it be said at once that with the limitations mentioned later, the book achieves these aims, and is a valuable and important addition to professional literature. Throughout the book, however, the term "library" implies large or very large university or municipal library. There is no consideration of the problems of technical services in scattered or "large unit" systems of the county or regional type. This neglect points

up Miss Schenk's claim for the need for understanding of the differences between the two, especially as technical services are the particular characteristics of the large unit headquarters. In a work so thorough and scholarly it is, too, regrettable that literature and practice outside the United States is almost wholly ignored. No one country has a monopoly in the world of learning, and librarianship, of all professions, should be international in outlook and interest.

Most of the literature on this subject is at the examination student or operative level. The outstanding merit of this book is that it treats the subject at the administrative level; it deals with "whys" as well as "hows"; and it sees the problem steadily and sees it whole.

There are fifty pages of references, gathered together at the end, which form a very useful bibliography, and quite a good index. The printing and layout of the book are excellent, and (thank goodness) there are no footnotes.

Not all books published by University Schools of Librarianship are good, indeed some have been second rate. This one, however, shows clearly the advantages of University Schools. Few, if any, practising librarians have the time or the mental calm to write at this level. We need more books of this quality; we can hope to have them only if we press for the establishment of library schools of full university status.

F.A.S.

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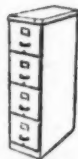
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